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ABSTRACT

A study was conducted at Prince George's Community College (PGCC) to determine which marketing techniques used by the college were most effective in student recruitment, and whether the way in which students heard about the college was affected by the reason they came to PGCC and by the area that they selected for their major. As part of the spring 1984 registration process, students were asked to complete a form including questions about how they heard about PGCC, their reasons for attending the college, and whether their major was in the arts and sciences area, technical and career area, or undeclared. Of the 5,239 students who responded to these questions, 35% indicated that their primary reason for attending the college was to prepare for transfer to a four-year institution; 24% were preparing for immediate job entry; and 18% were exploring new career or academic areas. Of the same group, 39% heard about the college from a publication mailed to their home, 24% heard through friends and family members, and 20% through high school teachers or counselors. Based on analyses of student responses it was concluded that: (1) high school teachers and counselors had a greater influence on transfer students than was expected, while mailed publications were less effective; (2) the mailed publications were more effective for students attending the college for new careers or self-enrichment; (3) friends and family were less frequently a source of information about the college for arts and science students with immediate career objectives than for those planning to transfer; and (4) different college publications should be written for different audiences with the means of distribution of the publication depending on the specific audience. A literature review on marketing for nonprofit organizations is included. (LAL)

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WHAT IS THE RELATIONSHIP BETWEEN THE EFFECTIVENESS OF NONPROFIT ORGANIZATIONS' MARKETING TECHNIQUES AND TYPE OF AUDIENCE APPROACHED?

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May 14, 1984

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What is the Relationship Between the Effectiveness of Nonprofit Organizations' Marketing Techniques and Type of Audience Approached?

Statement of the Problem

This paper will investigate the question, "What is the relationship between the effectiveness of nonprofit organizations' marketing techniques and type of audience approached?" To adequately discuss this question, other areas of concern need to be examined. This includes how nonprofit organizations market themselves, why they market themselves, what techniques are the most effective, and whether some techniques are more effective than others for specific audiences.

Historically, nonprofit organizations have been concerned with marketing, although the word, marketing, and other marketing terminology only recently came into use in association with nonprofit insitutions. In particular, colleges and universities have been concerned with marketing, although this has been referred to as attracting students, instead of marketing.

Since nonprofit organizations are concerned with marketing, finding practical answers to the questions posed above would be most helpful to these organizations, particularly today, with declining memberships (enrollments) and resouces. The first step is to define marketing. Ihlanfeldt (1980) defined marketing in the following way:

> Marketing is a methodology that permits decision makers in any organization to think systematically and sequentially about the

> mission of the organization, the services or products it offers, the markets it currently serves, and the extent to which these same markets and possibly new ones may demand its products or services in the future. (p. 13)

With this basic definition in hand, after an examination of the questions outlined above, the final step in addressing this problem will be a case study involving a community college. Bascially, this case study will involve identifying various marketing techniques employed by the college in its recruitment efforts and whether the effectiveness of these techniques is affected by the type of audience approached.

Finally, after the analysis of the data and a summary of the findings, policy implications will be discussed, as well as suggestions for future research.

Usefulness of the Study

Many nonprofit organizations are suffering from a reduction in membership (enrollment). These nonprofit organizations include institutions of higher education, many of which recently have experienced a drop in enrollment. With this decline in enrollment has been a corresponding increase in interest related to the recruitment effort, particularly in the effectiveness of the various marketing techniques used in this effort.

Although most marketing experts write about the need to use effective marketing techniques, very few of the authors examined mentioned any studies that have been performed in this area that have

ascertained which marketing techniques are the most effective. For example, Guillermo and Murray (1979) stated, "Previous research concerning recruitment methods in community colleges is limited." These authors believed that their research was the first of its kind to be conducted in the Mid-South, "Consequently, it was determined that the primary source of data must come from an original survey instrument" (p. 18).

A case study will be performed to evaluate this problem, using an original survey instrument for the same reasons as discussed by Guillermo and Murray (1979). Some marketing techniques employed by Prince George's Community College in its recruitment effort will be explored to determine whether the effectiveness of a marketing technique is affected by the type of audience approached. The audiences studied will include (1) students segmented according to curriculums and (2) students categorized by the reason that they are attending the College.

Historically, Prince George's Community College has shown increases in enrollment just about each year it has been in operation since 1958. Except for a short period in the late 1970s, it was felt by the administration that there was no great need for a marketing effort. However, in the early 1980s, this began to change as enrollments, as well as funding from the state and local governments, started to level off.

In 1983, there was a dramatic decrease in enrollments of approximately 13 percent. This led to a call for an intensified

marketing effort; however, with declining resources, and little marketing experience, there was a real need to identify those marketing techniques that were the most effective, so that the administration would have the necessary information from which to make decisions concerning the allocation of scarce marketing resources. The results of this study will give the College information that will serve as a basis for making these decisions, as well as a starting point for the initiation of additional studies that are essential to the decision-making process.

Literature Review

As previously stated, most of the authors studied did not report on any research that has been conducted, which has specifically looked at the question of the most effective marketing techniques. However, most of these same marketing authors have discussed the importance of ensuring that marketing techniques are effective. These authors form two camps in the discussion of marketing for nonprofit organizations, those who believe it is necessary for the survival of these organizations, and those who feel that it is not and/or that it is unethical. Additionally, some authors discuss the opposing point of view, even though they favor marketing. The following will discuss these points of view, as well as some of the important elements of marketing including surveys, strategies and tactics, promotional plans, marketing techniques, marketing plans, and target audiences. The discussion will begin with a brief historical overview of the marketing of nonprofit organizations.

Historical overview. According to Kotler (1972), "Universities and scholars have long been conscious of the need to market their product." He discusses the fact that the Greek Sophists displayed "the value of their wares" by giving exhibitions (p. 874). In this country, nonprofit organizations have conducted membership drives to increase their membership rolls, conducted community outreach programs, and in various other ways marketed their services and organization to increase membership and/or funding sources.

This is also true of higher education in this country. Beginning with the founding of Harvard College in 1636, higher education in this country was constantly marketing its services, although it was not referred to as such. For instance, in an 1850 report to the Brown University Corporation by its president, Francis Wayland stated (Ihlanfeldt, 1980):

> Our colleges are not filled because we do not furnish the education desired by the people....We have produced an article for which the demand is diminishing. We sell it at less than cost, and the deficiency is made up by charity. We give it away, and still the demand diminishes. Is it not time to inquire whether we cannot furnish an article for which the demand will be, at least, somewhat more remunerative?" (p. 1)

Although there was a need to market nonprofit organizations, particularly higher education, with the advent of the modern university in the last quarter of the nineteenth century and the beginning of the

twentieth century, it seems as if things got out of hand and a stigma was attached to the selling and marketing of educational services. The attachment of this stigma may have stemmed from the chaotic conditions that prevailed during this time period, when colleges and the new universities were bending over backwards to recruit new students. Bledstein (1978) discussed the situation during this period:

> In the early years of the twentieth century, Thorstein Veblen scorned this group [college administrators] as "captains of erudition," business-minded predators who corrupt the scholarly mission of a real university by packaging education in salable units, weighing scholarship in bulk and market-value, promoting the growth of a corps of bureaucratic functionaries, treating faculty as hired hands, firing controversial teachers, raiding other institutions, measuring a university by the size of its bank statements, and selling higher learning to the public by paying obeisance to the rule that the consumer aways knows best. (p. 278)

This was a time when modern public relations/marketing was instituted. However, through the years, as colleges and universities diversified, their enrollments continued to climb, so there was no systematic approach to marketing. The peak of this enrollment occurred in the 1950s and 1960s (Harper, 1977; Ihlanfeldt, 1975; Kotler, 1982; Kotler, 1979), when the word, recruitment, almost disappeared from the vocabulary, and the term, marketing, wasn't even mentioned, because

there were more students than American universities and colleges could accomodate (Harper, 1977, p. 163, 164).

However, beginning in the late 1960s and into the 1970s, predictions were being made concerning the declining numbers of traditional-aged college students; a trend that would continue into the 1990s. It was at this time that modern marketing began to be thought of as "a valid function for nonbusiness organizations" (Kotler, 1979, p. 38). According to Kotler:

> Of all the classic business functions, marketing has been the last to arrive on the nonprofit scene....As long as institutions operated in a sellers market--as colleges and hospitals did throughout the 1960s--marketing was ignored, but as customers and/or resources grew scarce the word marketing was heard with increasing frequency, and organizations suddenly discovered marketing or reasonable facsimiles thereof. (p. 38)

Community colleges entered the scene while the four-year colleges were overflowing with students. This was because the community college positioned itself as an alternative to four-year institutions. "They were 'granted' the segments of the student market that the oversupply of students allowed them to serve." This included the poor, less qualified, local, career and vocationally oriented, non-traditional, and minority (Johnson, 1979, p. 28). However, as the traditional student population began to decline, the forces of supply and demand took over, with the four-year institutions beginning to encroach on the marketing

segment that had been relegated to the community colleges. In response, the community colleges were forced to pursue new markets and to develop marketing strategies. Basically, this is the position in which community colleges find themselves today.

Definition of marketing. Marketing, as it relates to nonprofit organizations, must be defined before any further discussion can proceed:

> Marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchange of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offerings in terms of the target market's needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and serve the markets. (Kotler, 1982, p. 6)

Most of the marketing authors studied (Bryant, 1982; Ihlanfeldt, 1980; Johnson, 1982; Johnson, 1979; Keim, 1979; Kotler, 1982; Kotler, 1972; Kotler & Goldgehn, 1981; Richardson & Doucette, 1981; Topor, 1983; Wattenbarger, 1981) agreed that nonprofit organizations need to develop a systematic approach to their marketing efforts. This would include segmenting the population into target markets and directing communication efforts and designing programs or producing products to meet the needs of the various audiences.

Kotler and Goldgehn (1981) defined marketing as it relates to community colleges. "Marketing is the means by which a community college can define its existence and potential markets, identify the market's needs, respond with appropriate programs and services, and position itself favorably" (p. 5). They further define marketing as an eight-step process: define the mission; identify the publics and markets; research the market; segment the market; choose specific target markets; determine the market position; formulate the marketing mix of product, price, place and promotion; and implement and control marketing plans (pp. 7-11).

With this brief definition of marketing, it is now possible to examine those who oppose marketing, as well as those who endorse it for nonprofit organizations.

Opposition to marketing nonprofit organizations. Of all of the marketing authors examined, only two (Palinchak, 1973; Richardson & Doucette, 1981) were opposed to marketing. Others (Gollattscheck, 1981; Harper, 1977; Johnson, 1979; Kotler, 1982; Kotler, 1979; Kotler, 1972; Leach, 1978; Myran & Ralph, 1981; Wattenbarger, 1981), while favoring the marketing of nonprofit institutions did mention the negative aspects of such marketing and the pitfalls that may accompany an unsystematic approach to this marketing.

Several authors mentioned the fact that, historically, the marketing of nonprofit organizations has been frowned upon (Bledstein, 1980; Kotler, 1982). For instance, Kotler stated that this negative feeling goes back to ancient times, when Plato and Aristotle "thought of

merchants as unproductive and acquisitive. Merchants were seen as taking advantage of helpless customers through buying 'cheap' and selling 'dear.'" Additionally, he claimed that, "In modern times, marketers are accused of getting people to buy what they do not want" (p. 17).

Another reason given for the negative attitude towards the marketing of nonprofit organizations is that these institutions do not have adequate resources to effectively market their products and services or to institute the changes called for in a marketing plan (Johnson, 1979; Myran & Ralph, 1981; Palinchak, 1973; Richardson & Doucette, 1981). In his discussion of marketing, Palinchak stated that, "Identifying the needs of a community is a difficult task that requires more than a casual survey. Even when such needs are ascertained, plans to fund and provide adequate programming often make worthy goals unattainable" (p. 135). This is also true of community colleges in which it is charged that they often present an image of "being all things to all people," which they cannot possibly do, because of lack of resources. It is charged that this could be construed as false advertising by the constituencies of these organizations (Myran & Ralph, p. 107).

Critics of marketing nonprofit institutions charged that these efforts may change the organizations in ways that are unexpected or undesirable (Gollattscheck, 1981; Johnson, 1979; Myran & Ralph, 1981; Richardson & Doucette, 1981; Wattenbarger, 1981). "Their predictions range from the deterioration of higher education, because educational

objectives are replaced with those of business...to governmental intervention." In addition, the lack of adequate planning may turn a positive change into a negative one, as resistance builds from faculty and staff (Gollattscheck, p. 100).

Further, it has been charged that institutions with limited resources must give up something to have a comprehensive marketing plan. Without adequate planning, "Statements about the benefits of marketing are often made without adequate recognition of the extent to which it competes with other administrative and teaching duties" (Richardson & Doucette, 1981, p. 14).

Another problem of marketing cited by its critics is that the wider diversity of clients that are attracted to the organization through the marketing efforts may cause more problems than originally anticipated (Gollattscheck, 1981; Kotler, 1979; Myran & Ralph, 1981). For example, colleges and universities may attract "the wrong student to the college--students who drop out when they discover they don't have the qualifications to do the work or that the college is not what it was advertised to be" (Kotler, p. 39). In addition, some authors claimed that, "It is quite possible that existing programs will not be adequate to serve the needs of the new student and that providing the required level of service will actually be a drain on the college's financial resources" (Myran & Ralph, p. 108).

Some of the authors who discussed the negative aspects of marketing colleges and universities looked at the problems that may develop due to

the attitude on the part of some administrators, faculty, and staff concerning whether marketing is an appropriate activity for an educational institution (Gollattscheck, 1981; Johnson, 1979; Kotler, 1982; Kotler, 1979; Leach, 1978; Richardson & Doucette, 1981; Wattenbarger, 1981). For example, Kotler (1979) stated that some college administrators felt that it was "unprofessional" to "sell" their colleges and that marketing was nothing more than aggressive promotion without "improvement in competitive position, teaching quality, or student services. In addition, he claimed that some faculty regard aggressive promotion as "offensive" (pp. 38, 39). Further, some people view marketing as "hucksterism," with the attitude that the current product is what the student wants, now aggressively sell it. Or, that selling education is "unethical" (Leach, p. 20). Others have pointed out that without an impending crisis, it is almost impossible to get the needed support of the faculty (Richardson & Doucette, p. 15).

Another constituency of colleges and universities is the student body. One of the criticisms of the marketing effort is that students may be against marketing for a variety of reasons including the feeling that it is unethical and that they don't like the changes to the institution that are incorporated due to the marketing effort (Gollattscheck, 1981; Myran & Ralph, 1981). "Those students who have been the primary focus of the institution may resent not only the new students themselves but also the changes in the institution that have occurred because of the new students" (Gollattscheck, pp. 101, 102).

Critics of marketing nonprofit institutions also questioned the validity of surveys, which are an integral part of any comprehensive marketing effort. They claimed that it is very difficult, if not impossible to determine whether the surveys accurately forecast the present and future needs of the community, as well as the effectiveness of marketing techniques. Others pointed out that nonprofit organizations might not have the time and money to support adequate needs assessments or that conflicts may arise due to inadequate resources to implement the survey findings (Harper, 1977; Johnson, 1979; Richardson & Doucette, 1981). For example, Harper quoted John H. Krafft, college relations director at Delta College in Michigan, "This is murky turf. My suspicion is that all of the impacts [marketing techniques], media and personal, on a particular individual probably create an admission motivation which may or may not turn into the real thing" (p. 93). Additionally, Richardson and Doucette pointed out that:

> Marketing strategies that emphasize one activity must do so at the expense of other activities; similarly, marketing strategies that seek to serve new clients and to add new activities without corresponding reductions in existing activities run the risk of diluting the quality of the college's overall efforts. (p. 18)

As previously emphasized, only two of the marketing authors examined actually were opposed to the marketing of nonprofit organizations. The other authors studied discussed the opposing point of view. In addition, they stressed some problems that may occur, without the

adequate planning and resources that are need to support a comprehensive marketing plan.

Support for marketing nonprofit organizations. Almost every author who discussed the marketing of nonprofit organizations discussed it in a positive way. In these dissertations, they emphasized the marketing plan along with a promotional plan, strategies and tactics, the need for surveys, and the need to analyze marketing techniques.

Those authors supporting the marketing of nonprofit institutions stressed how essential it was to develop a comprehensive annual marketing plan. And, this plan must be an integral part of the institution's long-range planning process, if it is to be effective. Additionally, they stressed that both negative and positive factors must be taken into consideration, when developing the marketing plan (Bryant, 1982; Gollattscheck, 1981; Kotler, 1979; Kotler, 1972; Topor, 1983; Wattenbarger 1981). For instance, looking at higher education, Gollattscheck claimed that, "For marketing to be effective, it must be an integral part of the college's long-range plan. The mission statement of the college and each goal and objective should be examined for its marketing requirements" (p. 103).

In addition, these marketers called for a continual marketing plan, one that is annually updated to enable the marketing effort to be timely and effective (Johnson, 1979; Kotler, 1982; Topor, 1983). This continuing marketing plan must create "a 'success cycle.' This cycle

means seeking new student clients while continuing to serve current students" (Johnson, p. 30).

Many of the authors pointed out that for a marketing plan to be effective, there must be a marketing director, along with a marketing task force that includes representatives from all of the organization's constituency groups. Since nonprofit organizations are client-oriented, the inclusion of all constituency groups is of utmost importance. It is also important to include these groups, because the entire organization must accept the marketing concept, if it is to be successful and, the only way to accomplish that, is to have an open line of communications with all constituency groups. They also discussed the fact that the marketing plan needs to be a step-by-step approach that is deliberate and well-managed, collecting the necessary information from which to make decisions (Keim, 1981; Kotler, 1979; Kotler & Goldgehn, 1981; Topor, 1983; Wattenbarger, 1981). For instance, Keim stressed that three basic questions need to be addressed, "1. Who are the marketable clientele? 2. Can we deliver what they need? 3. Can we afford it?" (p. 59). Kotler takes this one step further when he called for the marketing task force to carry out an internal audit to examine the institution's image and programs (p. 41).

According to most of the authors studied, a major part of any marketing plan is the promotional plan, getting the information to the various audiences of the organization. This would include both an internal and an external promotional effort. The internal effort

addresses the concerns of the institution's constituencies related to the changing climate of the organization. Without accurate and timely information, these constituencies may be opposed to any marketing effort and their opposition may cause the plan to fail. The external effort, of course, is aimed at the needs and concerns of the community, as well as the future markets for the organization's products and services (Bryant, 1982; Crawford, 1977; Harper, 1982; Harper, 1977; Ihlanfeldt, 1980; Johnson, 1979; Keim, 1981; Kotler, 1982; Kotler, 1972; Smith, 1981). Expanding upon this, Bryant stated:

> The promotional plan is more than advertising. It should be a comprehensive communication program with a target audience, including a careful analysis of all media opportunities--newspaper, radio and television, direct mail (tabloid, special mailings, posters, flyers, and so on), and exhibits and displays (in department stores and malls). Packaging promotion properly to maximize impact is important. (p. 38)

To ensure an effective promotional program, according to the marketers examined, the public relations office must have the cooperation of all of the other offices in the organization. There must be a direct line of communication, with the information office being aware of both the negative and positive elements of the organization. In this way, the organization will be able to promote itself and, therefore, market itself in the best light (Harper, 1977; Ihlanfeldt, 1980; Johnson, 1979; Kotler, 1982; Kotler, 1972). In his discussion of

the promotional efforts of community colleges, Harper stated that the public relations office must work with other offices in the recruitment effort and that the promotional program should stress:

> (1) the educational strengths of the institution, (2) the good life and side benefits the college offers, (3) the kind of personal and human relationships that can be developed and sustained, and (4) the job rewards that will come from the college experience. (pp. 165, 166)

Along with this cooperative effort among the various offices of the organization, as stressed by the authors studied, is coordination of the promotional effort. This would include all information that is disseminated to the public going through one central public relations office. To be effective in marketing, the organization must present one image and speak with one voice; otherwise, different messages reaching the public will confuse the public understanding of what the organization is trying to offer (Harper, 1977; Ihlanfeldt, 1980; Johnson, 1979; Kotler, 1982). This is pointed out in Ihlanfeldt's discussion of promoting higher education in which he stated that the various college offices must work together to:

> Project a more enlightened image of the institution. In fact, if these offices can act in harmony, the goals of each become easier to achieve. Conversely, offices operating on the boundaries of an institution and projecting different messages make it that much harder to achieve the objective of a single office. (p. 19)

Most of the marketing authors studied mentioned various marketing tactics and strategies that are essential to any marketing plan. These included targeting specific audiences and then developing specific promotional pieces that address their specific needs and speak their language; creating a positive image of the organization, which is enhanced by a specific logo and theme; using specific media to get specific messages to specific target markets; and the use of internal and external surveys to better understand the current and future markets, as well as the community's perception of the institution (Bryant, 1982; Coffee & Miller, 1980; Crawford, 1977; Harper, 1977; Ihlanfeldt, 1980; Ihlanfeldt, 1975; Johnson, 1979; Keim, 1981; Kotler, 1982; Kotler, 1972; Leach, 1978; Volkman, 1977).

For instance, in the area of targeting specific audiences, these authors emphasized that the "shotgun" approach must be avoided. They claimed that arbitrarily sending out brochures and buying ads is not efficient and certainly not cost-effective. The best method is to have an on-going marketing plan that targets specific audiences with messages that address their specific wants and needs. In their discussion of community colleges, Coffee and Miller (1980) stated:

> Many community colleges have been taking a hit and miss approach to marketing as opposed to a systematic, planned approach. Often colleges structure their marketing efforts to reach all audiences....This is not an effective approach to marketing.

> [Identify target markets,] then marketing activities must be structured to reach those specific audiences. (p. 12)

However, as Harper (1977) pointed out:

> Certainly, there will be times when the message should be made loud and clear to everybody as the college reaches out for total support, but on some smaller issues or in advancing a particular curriculum or program, it will be more appropriate to concentrate on a specific audience. Not only will such a flexible approach be more effective in terms of the public relations objective, it will also result in budgetary savings and savings in staff time and energy. (pp. 130, 131)

As previously discussed, the authors examined also asserted that surveys are a central element in any marketing effort. These surveys may be used to segment the various audiences; ascertain the institution's image in the community, as well as within the organization, itself; and determine which are the most effective marketing strategies for the organization to use. They also discussed the various types of surveys, such as mail, telephone, and interview, and how certain surveys are better in certain situations (Bryant, 1982; Ciervo, 1977; Clarkson, 1980; Francis, Frey, & Harty, 1979; Harper, 1982; Harper, 1977; Ihlanfeldt, 1980; Keim, 1979; Kotler, 1982; Struggs, 1981; Wattenbarger, 1981).

For example, Clarkson (1980) stated, "Each aspect of the institutional image should be discussed." This would include both

strong and weak points. Also, surveys should discover what each constituency group perceives as the "public desires." He maintained that questions should be asked of all groups including legislators, community leaders, representatives of business and industry, public school administrators and teachers, alumni and currently enrolled students. Further, Clarkson maintained that other questions must be asked concerning the target markets including, "How they can best be reached? Does each group have particular media viewing or reading habits? Through what medium can information be made most interesting and available to them?" (pp. 34, 35).

Finally, many of the marketers studied discussed the necessity of analyzing the various marketing strategies to determine the most effective strategy for the institution as a whole, and for each target market. In addition, they pointed out that increased enrollments does not necessarily mean that a particular marketing tactic worked, although it may have contributed to the increased enrollments. They stated that not only is increased enrollments important, but also the community's perceptions of the organization. Thus, it is of major importance to analyze the various marketing tactics through a variety of measurements including increased enrollments and surveys (Bryant, 1982; Gollattscheck, 1981; Guillermo & Murray, 1979; Harper, 1982; Ihlanfeldt, 1980; Johnson, 1979; Kotler, 1982; Kotler, 1979; Kotler, 1972; Leach, 1978; Myran & Ralph, 1981; Topor, 1983; Wattenbarger, 1981).

For instance, Topor (1983) looked at the marketing strategy of using a variety of publications for promoting a college or university. He felt that the "outreach" materials needed to be examined. These materials include news releases, publications, newspaper advertisements, television spots, slide shows, catalogs, and viewbooks. He stated:

> Prepare an audit of these outreach materials....What ideas are they selling? What message does each deliver? Are the materials coordinated? Do they look like they came from the same place? Are they properly identified? Does the name of your institution appear on each? Does the copy suggest a common parent organization? Are these pieces uncoordinated? Does each institutional component represent itself separately at the expense of the parent institution? (p. 8)

Additionally, finding that the research concerning the evaluation of marketing techniques in community colleges to be very limited, Guillermo and Murray (1979) conducted their own research by using an original survey instrument. They were concerned with evaluating the effectiveness of the current recruiting methods and to determine which methods were the most effective. To do this, they asked currently enrolled students how they heard about the college. Their results showed that:

> Among the three most effective tools of recruitment used by East Arkansas Community College...are the college catalog, newspaper publicity and brochures. "Word of mouth" from friends such as

alumni, students and the community and publicity materials in newspapers, including advertising, were found to be the best sources of information about the college. (pp. 17, 18)

Summary. This literature review has revealed that there are very few critics of marketing of nonprofit institutions. Of those critics, the majority are concerned more with the negative impact of an unprepared marketing plan, than with anything else. Also, there are those critics who feel that the marketing of nonprofit organizations is unethical; however, as memberships (enrollments) and funding resources decline, these criticisms are harder and harder to verify.

Most of the authors studied favored the marketing of nonprofit institutions. They discussed a series of elements that, together, produce a coordinated, systematic, and effective marketing plan. One of the elements is the evaluation of the marketing techniques to determine their effectiveness. However, as it has been pointed out, there is very little research in this area. The problem that this paper addresses is determining the relationship between the effectiveness of nonprofit organizations' marketing techniques and the type of audience approached. As this literature review has amply demonstrated, there is inadequate research in this area. Only one study came close to this problem (Guillermo & Murray, 1979), but it only found the type of marketing technique that was effective for the entire college, not for specific audiences.

Conceptual Framework

The problem that this paper addresses is to determine the relationship between the effectiveness of nonprofit organizations' marketing techniques and type of audience approached. By determining the effectiveness of the various techniques, organizations will be able to channel scarce resources into those areas that are more cost effective.

Since this is a multi-faceted problem, the first step is to find out how the clientele of an organization heard about it. On this subject, Kotler (1982) suggested:

> Identifying the information sources and their respective influence calls for interviewing consumers and asking them how they happened to hear about the product, what sources of information they turned to, what type of information came from each source, and what influence each source of information had on the final decision. Marketers can use the findings to plan effective marketing communication and stimulate favorable word-of-mouth. (p. 243)

The hypothesis of this paper is that different marketing techniques are effective depending upon the audience that they reach. In particular, this paper looks at some of the marketing techniques employed by Prince George's Community College. For this case study, the hypothesis is that the way in which students hear about the College is affected by the reason that they come to the College, as well as by the area that they select for their major. Further, it is the opinion of

the author that this information would be helpful to the College in making future decisions concerning the allocation of scarce resources for the selection of marketing techniques used to recruit students. In addition, it may be the case that the message presented by a particular method should be tailored to better fit the type of student who is influenced by that method. According to Harper (1977), "Not only will such a flexible approach be more effective in terms of the public relations objective, it will also result in budgetary savings and savings in staff time and energy" (p. 131).

Methodology

According to Kotler and Goldgehn (1981), marketing is an eight-step process. One of those steps, formulating the marketing mix, includes promotion as one of the four elements of the mix. Promotion includes advertising, publicity, publications, and personal contact. "All organizations need to describe their product to their target markets" (pp. 7, 10).

As a part of the registration process for the 1984 Spring semester at Prince George's Community College, students were asked to complete a questionnare (see Figure 1). This questionnaire was part of the registration form, so that students were required to complete the form before they could finish the registration process. For the purposes of this study, a question asking the students how they heard about the College was added to the questionnaire. Other questions that were on the questionnaire included information about the student, such as why

Figure 1. Question B and T of the student questionnaire.

Question B. Indicate which most closely corresponds to your primary reason for attending Prince George's Community College.

1. Exploration of new career or academic areas.
2. Preparation for immediate entry into a career.
3. Preparation for transfer to a four-year institution.
4. To update skills for a job currently held.
5. For interest and self-enrichment.

Question T. How did you hear about the College?

1. College publications mailed to my home.
2. College publication obtained at my place of business.
3. Newspaper advertisements or articles.
4. Radio or TV commercials.
5. High school teachers or counselors.*
6. Friends or family members.
7. A visit to the campus.
8. Insert in high school newspaper or magazine.*

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*Catagories T-5 for high school teachers and counselors and T-8 for high school papers and magazines were combined. This was because of the small response to T-8 and because they both concerned high school.

the student was attending the College, as well as curriculum, name, address, and other information of that kind. Additionally, the student was asked questions concerning the various activities and clubs sponsored by the College.

Once the registration process was completed, the answers were tablulated according to the numbers of students that responded to each question. (Tables showing this data appear in the analysis section of this paper.)

An analysis of two of the questions is described here for the purpose of ascertaining which marketing techniques employed by the College were most effective in attracting the students to the College. The factors that will be considered are the primary reason that the student gave for attending the College (question B), how the student heard about the College (question T), and whether the student had selected the Arts and Sciences Area, Technical and Career Area, or had an undeclared major.

Analysis of the Data

First analysis. The initial analysis was accomplished to determine the statistical relationship between the reason selected for attending the College (question B) and the way in which the student heard about the College (question T). A total of 5,239 students answered both of the questions that are involved in this study (see Table 1). Of that total, 1,857 (35 percent) indicated that their primary reason for attending the College was to prepare for transfer to a four-year

Table 1

Actual Frequencies of Student Responses to the Reasons for Attending College and How the Student Heard About the College

	T1	T2	T3	T4	T5	T6	T7	TOTALS
B1	425	46	31	15	143	227	80	967
B2	439	49	26	22	317	319	96	1268
B3	609	62	49	29	492	471	145	1857
B4	355	47	24	10	52	155	69	712
B5	190	19	14	6	51	111	44	435
TOTALS	2018	223	144	82	1055	1283	434	5239

institution. An additional 1,268 (24 percent) were attending the College to prepare for immediate entry into a career. The third largest reason given for attending the College, as indicated by 967 students (18 percent), was to explore new career or academic areas.

It would be reasonable to expect that students who were attending the College for such diverse reasons would differ in other ways. The difference that is of immediate concern is the way in which they heard about the College. Of the same 5,239 students, 2,018 (39 percent) indicated that the way in which they heard about the College was from a College publication that was mailed to their home. Currently, the various class schedules are the only publications mailed to each home in the County. Additional materials are mailed to selected addresses in the County in response to a particular request, or because they are part of various mailing lists that the College maintains. The second lagrest response, 1,283 (24 percent), was given for friends and family members. This "word-of-mouth" advertising is necessary for any successful nonprofit organization. The third most popular response, 1,055 (20 percent), was for high school teachers or counselors.

If there was no systematic relationship between these two variables (questions B and T), then a similar percentage of students would respond that they received information about the College from materials sent to the home, no matter what reason they gave for attending the College. For instance, if 18 percent of the respondents indicated that they attended the College to explore a new career (question B, response 1, referred to

Table 2

Expected Frequencies of Student Responses to the Reasons for Attending College and How the Student Heard About the College

	T1	T2	T3	T4	T5	T6	T7
B1	372.12	41.81	26.29	15.16	194.46	237.00	80.16
B2	487.95	54.83	34.48	19.87	254.99	310.77	105.11
B3	714.61	80.30	50.49	29.10	373.43	455.13	153.93
B4	273.99	30.79	19.36	11.16	143.18	174.50	59.02
B5	167.40	18.81	11.83	6.82	87.48	106.61	36.06

below as B-1) and there was no measurable association between the two variables, then 18 percent of each "T" response would be for B-1.

Using this equal percentage method, the "expected" frequencies (see Table 2) for each combination of the reason for attending the College and the method of receiving information were calculated. First, the fraction of the 5,239 students who are attending the College to explore a new career or academic area (B-1) is determined by dividing 967 by 5,239. This number, 0.18, is then multiplied by 2,018 (number of students selecting T-1), yielding 372.12, the expected number. If there is a statistically significant relationship between these variables, the actual number of students who selected both B-1 and T-1 should be "close to" 372.12, with only some random variation. However, the actual number of students who selected both B-1 and T-1 was 425 (see Table 1).

The statistical test that is used to analyze the variations between the actual and expected frequencies is the Chi-Square test. This test requires the calculation of the difference between actual and expected frequencies, squaring the value and dividing the result by the expected frequency. That value is then calculated for each combination of response for the variables under study (here questions B and T) and summed

$$\chi^2 = \sum \frac{(f_a - f_e)^2}{f_e}$$

Lastly, the summed result is compared with critical values from a Chi-Square table. If the calculated result is larger than the value in

the table, the result is statistically significant. That is, the diviations between the actual and expected frequencies cannot be explained by random fluctuations; instead, they must be attributed to a non-random relationship between the variables.

For the students who answered the questionnaire, the actual frequencies are given in Table 1 and the calculated expected frequencies are shown in Table 2. The Chi-Square value for both tables, which was calculated using the above method, was 221.63. This is compared with tabled values of 36.42 at the 0.05 level, 42.98 at the 0.01 level, and 45.56 at the 0.005 level. Each level represents the probability that random fluctuations in the response would show that a statistical relationship exists when, in fact, the observations are not systematically related. Even at the 0.005 level, the calculated value of 221.63 is far above the tabled value of 45.56; therefore, there is a very small probability that the calculated Chi-Square value would be this large and no existing systematic relationship.

Comparing the actual frequencies and the expected frequencies shows that the largest discrepancies are for the combination B-3 and T-5, where the difference is 118.57. Looking at this difference, the information can be interpreted as demonstrating that high school teachers have a greater influence on students who attend the College in preparation for a four-year institution, than would be expected. The combination of B-3 and T-1 can be interpreted that for the transfer students, publications mailed to the home are relatively less effective,

than would be anticipated. However, publications mailed to the home are relatively effective for students who are attending for new careers (B-1 and T-1) or for interests and self-enrichment (B-5 and T-1).

Second analysis. The second pair of variables studied was the curriculum area designated by the student--Arts and Sciences, Technical and Career, or undeclared--and how they heard about the College. If these variables are related, it would be an indication that the College should change the message given in each marketing technique to reflect the types of courses that the students eventually will take.

Actual frequencies are given in Table 3 and expected frequencies are in Table 4. The Chi-Square value that is calculated is 91.32. This is compared with the same tabled values as in the first analysis and, also is significant at the 0.005 level.

One of the largest variations concerns T-5 and Arts and Sciences, with more students selecting this response than expected. It is interpreted that the messages given to these students through their high schools was relatively effective. Likewise, the combination T-5 and undeclared major are less effective than expected (157.86 expected and only 75 actual). It would seem that for those students who enroll and are not sure in which area to major, messages from the high school are not effective. Possibly, for these students, the high school counselors were not heeded or, these students may not come directly from high school.

Table 3

Actual Frequencies of Student Responses According to Curriculum and How the Student Heard About the College

T1	T2	T3	T4	T5	T6	T7
Arts and Sciences						
740	77	56	32	502	523	172
Technical and Career						
902	96	66	41	488	602	214
Undeclared Majors						
396	56	22	10	75	173	53

Table 4

Expected Frequencies of Student Responses According to Curriculum and How the Student Heard About the College

T1	T2	T3	T4	T5	T6	T7
Arts and Sciences						
808.89	90.89	57.15	32.94	422.70	55.18	174.24
Technical and Career						
927.03	104.17	65.50	37.75	484.44	590.42	199.69
Undeclared Majors						
362.08	33.94	21.94	12.30	157.86	192.40	65.08

Third analysis. The last analysis is to use all of the variables together. At this point, both the reason for attending the College and the area of study will be used to determine the expected frequencies of how the students heard about the College. The actual frequencies are given in Table 5 and expected frequencies in Table 6. The Chi-Square value that was calculated was a surprisingly high 1,310.09. This must be compared with the tabled value of 79.49 at the 0.005 level. This tabled value is different from those previously used, because of the nigher number of degrees of freedom (48 vs. 24). There can be no doubt that these three variables are related.

The following combinations had many fewer students than would be expected (see Table 7). For the Arts and Sciences Area, B-1 and T-6; B-2 and T-1, T-6; and B-4 and T-1, T-5, T-6. For the Technical and Career Area, B-3 and T-1, T-6; B-4 and T-5; and B-5 and T-1, T-5. For undeclared majors, B-2 and T-1, T-5, T-6; and B-3 and T-1, T-5, T-6.

In contrast, the following combinations demonstrated greatly increased actual numbers of students over the expected numbers (see Table 8). For the Arts and Sciences Area, B-3 and T-1, T-5, T-6. For the Technical and Career Area, B-2 and T-5, T-6. For undeclared majors, B-1 and T-1; B-4 and T-1, T-2, T-6; and B-5 and T-1, T-6, T-7.

Looking at the students who anticipate transferring to a four-year institution (B-3), there were fewer students than expected in the Technical and Career Area, who said they heard about the College through

Table 5

Actual Frequencies of Student Responses to the Reasons for Attending College and How the Student Heard About the College, Divided According to the Curriculum Area of the Student

Arts and Sciences

	T1	T2	T3	T4	T5	T6	T7
B1	134	12	7	3	66	68	25
B2	131	12	7	7	90	88	32
B3	344	33	27	15	302	302	78
B4	70	12	9	6	14	25	18
B5	59	8	6	1	27	37	18

Technical and Career

	T1	T2	T3	T4	T5	T6	T7
B1	189	24	15	9	73	113	41
B2	283	27	16	11	215	219	61
B3	224	19	20	13	156	146	60
B4	152	16	10	2	29	79	37
B5	46	7	5	5	9	41	13

Table 5 (cont.)

Undeclared Majors

	T1	T2	T3	T4	T5	T6	T7
B1	102	10	9	3	4	46	14
B2	25	10	3	4	12	12	3
B3	41	10	2	1	34	23	7
B4	133	19	5	2	9	51	14
B5	85	4	3	0	15	33	13

Table 6

Expected Frequencies of Student Responses to the Reasons for Attending College and How the Student Heard About the College, Divided According to the Curriculum Area of the Student

Arts and Sciences

	T1	T2	T3	T4	T5	T6	T7
B1	147.70	16.59	10.43	6.02	77.18	94.07	31.82
B2	193.67	21.76	13.69	7.89	101.21	123.35	41.72
B3	283.63	31.87	20.04	11.55	148.21	180.64	61.10
B4	108.75	12.22	7.68	4.43	56.83	69.26	23.43
B5	66.44	7.47	4.70	2.71	34.72	42.31	14.31

Technical and Career

	T1	T2	T3	T4	T5	T6	T7
B1	169.26	19.02	11.96	6.90	88.45	107.80	36.46
B2	221.95	24.94	15.68	9.04	115.99	141.36	47.81
B3	325.05	36.53	22.97	13.24	169.86	207.03	70.02
B4	124.63	14.04	8.81	5.08	65.13	79.38	26.85
B5	76.15	8.56	5.38	3.10	39.79	48.49	16.40

Table 6 (cont.)

Undeclared Majors

	T1	T2	T3	T4	T5	T6	T7
B1	55.15	6.20	3.90	2.25	28.82	35.13	11.88
B2	72.33	8.13	5.11	2.95	37.80	46.06	15.60
B3	105.92	11.90	7.48	4.31	55.35	67.46	22.81
B4	40.61	4.56	2.87	1.66	21.22	25.87	8.75
B5	24.81	2.79	1.75	1.01	12.97	15.80	5.34

Table 7

Combinations Having Many Fewer Students than Expected

Arts and Sciences Area

B-1 Exploration of new career or academic areas &

T-6 Friends or family members.

B-2 Preparation for immediate entry into a career &

T-1 College publications mailed to my home.

T-6 Friends or family members.

B-4 To update skills for a job currently held &

T-1 College publications mailed to my home.

T-5 High school teachers or counselors.

T-6 Friends or family members.

Technical and Career Area

B-3 Preparation for transfer to a four-year institution &

T-1 College publications mailed to my home.

T-6 Friends or family members.

B-4 To update skills for a job currently held &

T-5 High school teachers or counselors.

B-5 For interest and self-enrichment &

T-1 College publications mailed to my home.

T-5 High school teachers or counselors.

Table 7 (cont.)

Undeclared Majors

B-2 Preparation for immediate entry into a career &

T-1 College publications mailed to my home.

T-5 High school teachers or counselors.

T-6 Friends or family members.

B-3 Preparation for transfer to a four-year institution &

T-1 College publications mailed to my home.

T-5 High school teachers or counselors.

T-6 Friends or family members.

Table 8

Combinations Having Many More Students than Expected

Arts and Sciences Area

B-3 Preparation for transfer to a four-year institution &

T-1 College publications mailed to my home.

T-5 High school teachers or counselors.

T-6 Friends or family members.

Technical and Career Area

B-2 Preparation for immediate entry into a career &

T-5 High school teachers or counselors.

T-6 Friends or family members.

Undeclared Majors

B-1 Exploration of new career or academic area &

T-1 College publications mailed to my home.

B-4 To update skills for a job currently held &

T-1 College publications mailed to my home.

T-2 College publications mailed to my place of business.

T-6 Friends or family members.

B-5 For interest and self-enrichment &

T-1 College publications mailed to my home.

T-6 Friends or family members.

T-7 A visit to the campus.

publications mailed to the home (T-1) and friends and family (T-6); while for undeclared majors, the same two areas, along with high school teachers (T-5), were lower than expected. However, the Arts and Sciences Area students in this category show higher than expected numbers of students for all three marketing techniques (T-1, T-5, and T-6). It would appear that these three marketing techniques, the three that were listed as the most important to all of the students, are effective for Arts and Sciences transfer students, but not as effective for the other transfer students. It may be appropriate to investigate the actual content of the materials sent to the home, or transmitted through the schools, to see if they are more reflective of the Arts and Sciences Area, than of other areas of the College.

Another group of students, those who plan on immediate entry into a career (B-2), also show some surprising results. The high school teachers (T-5) and friends or family members (T-6) are relatively effective only for the Technical and Career Area students in this category. At the same time, publications mailed to the home (T-1), high school teachers (T-5), and family and friends (T-6) are relatively ineffective for both Arts and Sciences and undecided students in this category.

Summary of the Findings

Of the seven marketing techniques studied, which are employed by the College to recruit students, three clearly were the most effective based on the percentage of students selecting each marketing technique. In

the order of effectiveness, they were publications mailed to the home (T-1), friends and family members (T-6), and high school teachers or counselors (T-5). However, this does not mean that the others should be discarded. Instead, although more resources should be allocated to the above three areas, the other marketing techniques must be used to reinforce those areas.

Further, it was concluded that high school teachers and counselors have a greater influence on transfer students than would be expected and, publications mailed to the home are less effective for this type of student than anticipated. In contrast, publications mailed to the home are more effective for students who are attending the College for new careers or for interest and self-enrichment, whereas high school teachers and counselors are less effective for this group.

Looking at the students enrolling within each area, some differences can be discovered. Arts and Sciences Area students attending the College to explore a new career or academic area, to prepare for immediate entry into a career, or to update skills for a job currently held, all had fewer numbers of students resulting from friends or family members. At the same time, friends resulted in more students than expected for those attending the College to prepare for transfer to a four-year institution.

The Technical and Career Area students attending the College to update skills for a job currently held, or for interest and self-enrichment had fewer students than expected for the category, high

school teachers or counselors. However, high school teachers and counselors led to higher numbers of students attending to prepare for immediate entry into a career.

For undeclared majors, there were more students than expected as a result of publications mailed to the home for those attending to explore a new career or academic area, to update skills for a job currently held, or for interest and self-enrichment. Friends or family members were relatively effective for the latter two reasons for attending the College.

What the above suggests is that different publications should be written for different audiences. It further suggests that the distribution of these publications should depend on the specific audience. For example, a publication concerning the transfer program in the Arts and Sciences Area should be distributed in the high schools. According to Volkman (1977), "If a goal-oriented publication is to be successful, it must be written, designed, tested, and distributed specifically for the target audience" (p. 399).

Policy Implications and Further Research Suggested

This study was concerned with the results received from a survey that was completed by students while registering for classes. Since this was a general questionnaire involved with more than one concern of the College, a more in-depth study concerning only marketing techniques needs to be performed. A qualitative study, with open-ended questions would be more appropriate for determining effective marketing

techniques. For instance, instead of one category concerning publications mailed to the home, the category should be broken down into which publications--schedules, catalogs, flyers, and so forth.

Additionally, more should be known about the current students. What are the needs of these students? Why do they come to the College? Is it because of cost, accessibility, to upgrade a skill, or what?

Another study should be developed to find out more information about potential students who asked for applications, but have not enrolled. They may not have received the necessary information to make an informed choice, or they may have some misconceptions about the College that is preventing them from enrolling.

According to these findings, the most effective marketing technique was publications mailed to the home. As stated above, this study did not determine which publications were most effective. An additional study should be made to determine the relative effectiveness and usefulness of the various publications that are included under this category. And, the target markets should be further segmented into groups such as by sex, race, age, education, zip code, and so forth. This will help to achieve a more accurate determination of which publications are more effective for which audiences.

Another follow-up study should look at the relative costs and benefits of each of the marketing techniques. It is clear that publications sent to the home are the most effective means of getting information to the students, but they also may be the most costly. An analysis of the costs may show that alternative divisions of effort may

results. For instance, family and friends were the second most effective method. A study should be conducted to find out who are these friends and family members. Once identified, perhaps they can be more effectively used. High school teachers and counselors now are the third most effective means of informing the students about the College. If the costs of either of the last two sources is very small, possibly additional funds directed to these sources would be most useful. The cost-effectiveness of each source of information needs to be determined.

With the above information, it is apparent that the policy implications include the initiation of a variety of studies to ascertain a more in-depth analysis of which marketing techniques are the most effective for which audience. This would preclude the "shotgun" effect of producing publications because someone thought it might be a good idea. However, the College would have to support this effort by allocating adequate resources, including staff and money, to carry out the marketing plan.

Further, considering that both enrollments and financial resources are declining, this systematic approach to marketing would be more cost-effective for the College. Finally, this should not be a one-time adventure for the College; instead; it should become an integral part of the College's short- and long-range goals and objectives:

> A continuous research effort should seek to measure the effectiveness of particular strategies among different markets and to stimulate interest in additional hypothesis. (Ihlanfeldt, 1980, p. 32)

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